
CULCON Undergraduate Educational Exchange Working Group US Panel Report

Presented by Dr. Robin Winks

I would like to add that several of the grants funded by the National Security Education Program do have components geared toward study abroad in Japan. For example, the University of Illinois system has been awarded a grant to internationalize higher education. The project targets minority and low income students in business and education and will focus on Japan and Mexico. Oregon State University will receive funds for a new international degree. Included in the grant will be funding for 4th year Japanese language instruction. The University of California, San Diego will receive funds to implement multilingual and multimedia capabilities enabling more efficient exchange of information around the Pacific Rim. The project links all 9 university of California campuses, Stanford University and institutions in Japan, among others.

These new projects are steps toward the goals of the Bridging Project, although none is as comprehensive. The students being trained in these programs, however, will be available to fill the slots being prepared for them by the CULCON initiative to create new programs at Japanese national universities and other means.

Since the announcement of the NSEP grants, including the fact that the original proposal for the Bridging Project was not funded, the US CULCON secretariat has begun to reformulate the concept; we are working with the AAC&U to focus on those students already in Japanese language study on their college campuses, and to redesign the project to capture this group of approximately 45,000 students annually, who have demonstrated interest and ability in the language and cultural studies and represent all disciplines and professions as well. We now believe this target audience will be easier to identify and recruit, this making the project less costly and more attractive to NSEP and other potential funders.

CULCON Undergraduate Educational Exchange Working Group Curriculum Abroad Project

Statement by Dr. Richard Wood, President, Earlham College

Presented by Dr. Robin Winks

In April, 1993, at its biennial plenary meeting, CULCON called for an effort to "significantly increase the number of American undergraduates studying in Japan in order to build better understanding and closer relations between the two countries." In response to this official, bilateral initiative, under CULCON direction, Earlham College, the Association of American Colleges & Universities, The Lurasian Institution, and a number of other organizations have developed an ambitious plan to substantially increase the number of American students, both undergraduate and graduate, studying in Japan by the year 2000.

A key component of this larger effort is what we refer to as the Curriculum Abroad Project. This is a three-year project to develop and implement model curricula in selected Japanese national universities for US undergraduates studying there for semester- or year-long terms. This project is being conducted by Earlham College in collaboration with the Association of American Colleges and Universities. We are working closely with Japan Association of National Universities in Japan.

In order to open channels of communication at a high level of university oversight on both sides, presidents' subcommittee of both the Association of American Colleges and Universities and the Japan Association of National Universities were formed. The members of these two subcommittees had a chance to meet in October of 1994 in Hikone and Tokyo and agreed that the development of curricula for a junior-year-abroad program is a very important project that they will support however possible.

The first two curricula to be developed will be for liberal arts or business majors, and the second will be for engineering students. The programs will be taught in English

with a strong Japanese language and culture component. The first meeting of the bilateral working group of experts to develop the curricula will take place on January 21 and 22, 1995 in San Francisco. A second meeting of the working group is scheduled for late June. Actual faculty recommendations are expected in 1996. The focus for these curricula is not to cultivate a new crop of Japanese studies majors, but to give those students who may not have ever considered study abroad an opportunity to get an introduction to the language and culture of Japan that they can incorporate in some way into their careers later on.

Needless to say, the Japanese national universities we are working with are the final authorities in this project as to whether and how the recommended curricula might be taught at their universities. As president of college, I can fully respect the desire of our Japanese colleagues to maintain their autonomy. By the same token, I can promise the assistance of my peers in the United States to help the national universities implement good curricula where they seek help.

I am delighted to announce that funding for the Curriculum Abroad Project has been approved by the US Department of Education's Fund for the Improvement of Post Secondary Education.

I am fortunate to wear several hats in this effort. First, I am a member of the CULCON oversight committee that is monitoring the larger effort to increase the number of American students in Japan. Next, I am a member of the Presidents' Subcommittee of the Association of American Colleges and Universities who went to Japan in October to initiate the Curriculum Abroad Project. Finally, I am Project Director for the Curriculum Abroad Project, and will also direct the activities of the working group that will develop the model curricula for liberal arts and business majors. These many roles, ranging from the micro- to the macro view of the overall project, afford me a unique opportunity to work closely with my American and Japanese colleagues to ensure coordination of our efforts,

which is key to the success of this project. I greatly appreciate the efforts that my Japanese counterparts have made and promise that I will do everything possible to ensure the success of this essential effort that will ultimately create better understanding among our citizens.

CULCON Undergraduate Educational Exchange Working Group Bridging Project

Statement by Dr. Paula Brownlee, Association of American Colleges & Universities
Presented by Dr. Robin Winks

In response to CULCON's official, bilateral initiative, under CULCON direction, the Association of American Colleges & Universities, in collaboration with Earlham College, The Laurasian Institution, and a number of other organizations have developed a project that seeks to bridge the gap between the number of Americans studying in Japan and the number of Japanese studying in the United States. It will also bridge the gap between the demand for such study by US students and the supply of study opportunities in Japan.

The project underway is a multi-faceted and multi-year effort that encompasses the following elements:

- Providing information on study-abroad opportunities in Japan for all US postsecondary students
- Encouraging US postsecondary students in majors other than Japanese studies to take advantage of study-abroad opportunities in Japan
- Fundraising
- Encouraging development of a competitive scholarship program for US postsecondary students considering study-abroad in Japan
- Supporting development of a variety of traditional and innovative model study abroad programs with Japanese counterparts
- Developing support services for American students in Japan
- Providing intensive Japanese language instruction to study-abroad participants
- Supporting regular faculty development programs related to Japan
- Supporting curriculum development programs related to Japan

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- Supporting development of Japanese language programs in secondary schools with Japanese counterparts

A binational Center for Japan-US Academic Exchange, with offices in Tokyo and Washington, D.C. will be created to coordinate this bridging project. Major pieces of work related to this endeavor, including gathering and disseminating information about study abroad, recruiting students and facilitating curriculum and faculty development, will be administered by the institutions currently collaborating in this project under the organizational umbrella of the Center. Initially, in the United States the Center will be administered by the Association of American Colleges & Universities and the Laurasian Institution. The Japanese branch of the Center will be housed in an appropriate counterpart association. Several such associations are currently under consideration. The CULCON review committee will monitor the Center's effectiveness on a regular basis.

In addition to providing a clear identity for the various functions associated with this project, in the United States the Center will also serve as a central transcriber of academic coursework taken through study-abroad in Japan, thus reassuring US students of transfer of credit. The American Association of Collegiate Registrars and Admissions Officers has indicated a readiness to cooperate on this important element.

There are many other elements of the Bridging Project that are now underway with funding from various sources, which will be outlined in other statements today. Plans were slowed when, in early December, 1994, the National Security Education Program determined not to provide funding for the Center and a major effort to stimulate both US faculty and student interest regarding Japan. Alternative sources of funding are now being explored.

I am confident that the Bridging Project will be funded and we will be able to move forward with this extremely important initiative in the very near future. I appreciate my

Japanese counterparts' cooperation in various aspects of the planning thus far and look forward to continuing our close working relationship.

CULCON Undergraduate Educational Exchange Working Group
Survey of American Students in Japan

Statement by Mr. Philip J. Palin, The Lurasian Institution

Presented by Dr. Robin Winks

The Lurasian Institution is involved in several initiatives to positively address the imbalance that exists in the exchange of postsecondary students between the United States and Japan. Three of these initiatives are designed to answer the Japanese call for information about the needs, concerns and motivations of American students considering study abroad in Japan: a census of US students in Japan; a survey of US students currently studying in Japanese universities; and a survey of potential American candidates still in the United States for study abroad in Japan.

The United States Information Service - Tokyo has funded a census of US students in Japan. This census consisted of a survey of host institutions in Japan. This survey uncovered that student numbers had peaked in the 1991-92 academic year and has fallen 13.5 percent in the two years since the peak. A follow-on census of the correct academic year will soon be available..

A second survey is also nearing completion. This is a survey of the preconceptions and actual experiences of US students currently in Japan. While results of this second phase are expected to be finalized in February, 1995, some preliminary findings are available:

Of the students surveyed in Japan, the majority (77.4 percent) are undergraduates, about half of whom are juniors. Of the undergraduates, 61 percent will spend a full year in Japan, and 28 percent will be enrolled for one semester.

Of the students who responded to the survey, 55 percent were male and 45 percent female. In terms of ethnic background, about 71 percent of US students in Japan are of white non-Hispanic origin and 23 percent are Asian Americans.

Respondents overwhelmingly expressed that educational experience, Japanese language studies and preparation for future occupation were their main motivations to choose Japan as a study abroad destination. Eighty-five percent of all students who responded reported that they had been enrolled in Japanese language courses prior to coming to Japan. The majority of these students, 82 percent, had been enrolled in two to three semesters of Japanese language study prior to coming to Japan.

In terms of difficulties encountered in studying in Japan, students commented that the overall cost was the greatest hurdle. Many students commented that if financial support were not available, their study in Japan experience would have been impossible. Other problems reported were language and cultural barriers and a difference in academic systems. A few comments related to perceived cases of inflexibility of the Japanese host institutions, immigration delays, and problems concerning discrimination. Respondents reported that easily transferable credit, a sister school relationship, and a well-established program were the main sources of positive influence to participate in a particular study abroad program in Japan.

The third initiative that relates to developing a profile of the American student interested in studying in Japan is a survey funded by the Japan-US Friendship Commission. During the 1993-94 academic year over 17,000 US university students were contacted at random by The Laurasian Institution. Of this contact pool, 233 students expressed particular interest in studying in Japan. By the end of the year, twenty-six students indicated either immediate or near-term plans to study in Japan. In preliminary findings, the survey demonstrated the following:

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- Students perceived financing study in Japan as a significant barrier. This was an impediment also noted by parents contacted during the project. Both groups noted the higher cost of study in Japan as compared to study in Western Europe;
 - Students perceived the timing of study in Japan vis a vis meeting and completing their major program requirements as a barrier. They did not view study in Japan as worth the time it would take away from their U.S. based studies;
 - Students indicated a preference for study in programs operated by U.S. institutions where instruction is delivered in English;
 - Students indicated they did not recognize tangible career benefits to be gained from study in Japan.

44 percent of students contacted had no previous international experience. Members of this group perceived study in Japan as too "exotic" or "different" to consider as a first experience abroad.

- Students perceived the language barrier as a major concern: both the lack of programs in which courses were delivered in English, and the student's own lack of Japanese language proficiency.
- Students perceived the difficulty of securing either single or married student housing in Japan as a barrier.
- The primary reasons for an interest in study in Japan cited by students contacted during the survey included:

The perceived economic importance of Japan. Students were motivated to study in Japan because they viewed Japan as a primary player in the global economy.

- An interest in Japanese culture. Students wished to experience the culture first hand.
- The perceived uniqueness of study in Japan. Of those students choosing to study in Japan, a significant number cited its uniqueness compared to more traditional study abroad venues such as those in Western Europe.
- The desire to improve Japanese language skills.

The data presented above do not represent the breadth or depth of the surveys being completed, and they will require further analysis. However, taken as a whole, the three

surveys will provide us with a profile of the American students interested in studying in Japan and what can be done to answer the needs and concerns they voice. This information will provide valuable background for the larger effort that CULCON is overseeing to increase the number of American students studying in Japan.

In particular, when completed and analyzed, these three surveys will provide the necessary analysis of US undergraduates' motivations and needs in studying in Japan. The results of these surveys should help guide the Japanese and US experts who are designing the curricula the students will study. They will also help guide the work of recruiting more students to study in Japan, which is the ultimate goal of this CULCON effort.